MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
وزارة التربية والتعليم والتعليم الفني

English

Primary 6

2025/2026

Term 1

" تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى الأطفال
والأسر في جمهورية مصر العربية ."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name : ....

Class : ....

School : ....

A MESSAGE FROM
THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 6 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 6 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Culturally Relevant Stories:** Each unit features engaging fables inspired by Middle Eastern folklore, designed to resonate with students' cultural backgrounds while imparting valuable moral lessons.
- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:
    - **Listening and Speaking:** Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.
    - **Reading and Phonics:** Phonics exercises and reading activities develop students' ability to decode and comprehend written English.
    - **Writing and Vocabulary:** Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.
    - **Cultural Integration:** Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.
- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,
The Ministry of Education and Technical Education.

Unit 1 Amazing places in Egypt

Learning Outcomes

Listening

- Describe traditions and the life in Egypt
- Identify activities in different parts in Egypt
- Describe school routines and favorite activities

Speaking

- Talk about visiting a traditional place in Egypt
- Talk about a day at school and your favorite activities
- Identify and accurately pronounce the phoneme /ər/

Reading

- Find key information in cultural, personal, and factual texts
- Answer comprehension questions to show understanding of reading texts

Writing

- Write sentences using the present simple correctly
- Write an informal email describing a typical day at school
- Create a poster about your governorate

Lesson 1 A day in Egypt

Group Work Activity

1 What did you do in your summer vacation?

Pair Work

Work with your classmates from Grade 5

2 Match the words to the pictures.

1. crocodile
2. The Nile River
3. hunt
4. water weeds

Pair Work

Work with your classmates from Grade 4

3 Look and complete from the box

touch - smell - hear - see - taste

4 Read and answer

What can people do in one day in Egypt?

5 Listen, look and repeat

buy souvenirs

make furniture

play music

walk to a small museum

visit ancient sites

take photos

6 Read and complete from the box

visit - make - buy

1. We ____________ souvenirs from Khan El Khalili.

2. Tourists come to Egypt to ____________ the ancient sites.

3. Carpenters ____________ furniture in Damietta.

7 Listen and answer the following questions

1. What do they buy from the market?

....

2. Where did Maged stand to take a photo?

....

3. What do they see in the small museum?

....

8 Listen again and choose the correct answer

1. In the evening, they visit the ....
   - a. market
   - b. museum
   - c. ancient sites
   - d. school
2. Maged's sister chooses a colorful ....
   - a. skirt
   - b. souvenir
   - c. coin
   - d. necklace
3. Maged's family learn many new things about the Egyptian ....
   - a. history
   - b. science
   - c. museum
   - d. art

9 Listen again and write (T) True or (F) False

	True	False
1. It's a great day in Aswan.	☐	☐
2. The small museum has old coins.	☐	☐
3. The smell of the bread is amazing.	☐	☐
4. The ancient sites are small and busy.	☐	☐

Closing Activity

10 Read and complete from the box

touch - buy - eat

1. We _______ souvenirs from Khan El Khalili.
2. I _______ with my hands.
3. Crocodiles _______ fish.

Lesson 2

Ras Mohamed National Park

Lesson 2

The Beauty of Ras Mohamed

Group Work Activity

1 Name 3 things you do before you go to bed.

1. ------------------------------------ .
2. ------------------------------------ .
3. -------------------------------------.

Pair Work

Work with your classmates from Grade 5

2 **Discuss with your classmates.**

What animals can live in the desert?

Think

How can humans live in the desert?

Pair Work

Work with your classmates from Grade 4

3 **Read and write the correct form of the word(s) between brackets.**

1. She .... **(take)** vitamins every morning.
2. My brother and I .... **(watches)** TV in the evening.
3. My sister .... **(study)** English every day.
4. The nurse .... **(help)** sick people.

4 **Look and read**

coral reefs

snorkel

landscape

5 **Read the text. What do you know about Ras Mohamed?**

Ras Mohamed is a famous national park in the south of Sinai, Egypt. It is known for its beautiful **coral reefs**, colorful fish, and clear blue sea. People from all over the world visit Ras Mohamed to swim, **snorkel**, and dive.

The nature in Ras Mohamed National Park is amazing. The park is home to many kinds of animals and plants. You can see sea turtles, dolphins, and many types of birds. There are also mountains and **mangrove trees** near the beach.

Ras Mohamed is a **protected area**. This means that people must take care of the land, sea, and animals. It is important to follow the rules to keep the park **clean and safe**.

In the park, visitors learn about nature, **marine life**, and how to protect the environment. They also learn about the culture of the local Bedouins who live nearby.

Ras Mohamed is a great place for anyone who loves the sea, animals, and peaceful **landscapes**.

The Present Simple Tense

We use the present simple tense to talk about habits and routines.

- People from all over the world **visit** Ras Mohamed every year.
- He **is** always interested in peaceful landscapes.
- Does Ayman **enjoy** diving in the sea ?

6 Read and write T (True) or F (False)

1. Ras Mohamed is in the north of Sinai. ( )
2. You can't see any mountains in Ras Mohamed National Park. ( )
3. Visitors can snorkel and dive in the blue sea in Ras Mohamed. ( )
4. Ras Mohamed is a dangerous area. ( )
5. The nature in Ras Mohamed is amazing. ( )

7 Read and complete using words from the box

landscapes - coral reefs - culture - protected - clean and safe

1. Ras Mohamed is a .... area, so people must care for it.
2. It's important to keep the park ....
3. People enjoy the quiet and beautiful .... in Ras Mohamed National Park.
4. Ras Mohamed is full of animals, plants, and colorful .... under its sea.
5. Visitors can learn about the .... of the local people.

8 Answer the following questions

1. Where is Ras Mohamed National Park?

   ....

2. What can visitors do at Ras Mohamed?

   ....

3. Who are the people living near Ras Mohamed?

   ....

4. What kinds of marine animals can you see at Ras Mohamed National Park ?

   ....

Closing Activity

9 Circle the correct verb in each sentence

1. The park (have / has) many kinds of animals and plants.
2. She always (take / takes) photos of nature.
3. Bedouins (lives / live) near Ras Mohamed.
4. The Red Sea (contains / contain) many colorful fish.
5. Tourists (go / going) diving and swimming in Ras Mohamed.

Lesson 3

Pronunciation

Group Work Activity

1 What is your favorite place?

Pair Work

Work with your classmates from Grade 5

2 Read and answer the questions

1. Do you live in a village or a city?
2. What do people there do every day?

Pair Work

Work with your classmates from Grade 4

3 Write about the daily life of people in your village – city

Remember to include these points:

- Name of the place
- Places in the village/city
- A tradition or something special
- Daily routine
- People's jobs or activities
- Your opinion or feeling

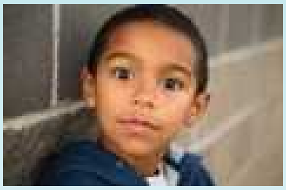
....

....

....

4 Listen, look, and complete to make the /ər/ sound

b - - -



st - - -

squ - - -

sc - - - d

w - - -

- - - port

5 Listen and circle the word that ends with /ər/ sound

1. ladder / hare / hammer
2. there / here / near
3. purse / nurse / pear

6 Match the words to their definitions

1. accompany	☐	a. to color cloth or wool using a special liquid
2. looms	☐	b. a tool made of rope or string used to catch fish
3. fishing net	☐	c. to go somewhere with another person
4. dye	☐	d. machines for making cloth or carpets

7 Listen to the conversation and answer

Who lives in each village?

Bashandi in the New Valley

Ezbet el Borg in Damietta

Qutur in Gharbia

Shakhlouba in Kafr El Sheikh

8 Read and complete using the words in the box

spins **fishermen** **harvest** **fishing nets**

1. In Amina's village, people are ....
2. In Omar's village, people fish using small ....
3. Farmers in Salma's village .... the crops.
4. Hassan's family .... wool and weaves it on looms.

9 Work with a partner. Ask and answer

1. Which village do you think is the most interesting? Why?
2. What job would you like to do in one of these villages?

Closing Activity

10 Rearrange the words to make sentences

1. was - Goha - hungry. - very
2. eats - food. - He - healthy
3. crops. - The - harvest - farmers

Lesson 4 A Day in My School

Group Work Activity

1 What is your favorite healthy food?

Pair Work

Work with your classmates from Grade 5

2 Look and put your daily school routine in order

1
take out books

2
salute the flag

3
pack schoolbag

4
play in the playground

Pair Work

Work with your classmates from Grade 4

3 **Work with a partner. Show your writing and ask for their daily routine.**

What's your daily routine?

I wake up early and brush my teeth. Then,...

4 Read Fady's email to his friend Mark about his typical day at school

When does Fady leave school?

New Message

To : mark@gmail.com

From : fady@gmail.com

Subject : **Daily School Life in Egypt**

Hi Mark,
How are you? I hope you're doing well. I want to tell you about a **typical** day at my school here in Egypt.

My day starts early. I wake up around 6:30 a.m., get dressed, and have a quick breakfast–usually bread, cheese, and fruit.

The School day begins at 7:30. We start it by standing in line, **saluting** the flag, and singing the **national anthem**. Then we go to our classrooms and begin our lessons. Our first subject is usually Arabic.

Next, we have subjects like math, English, and science. Some topics are a bit **tricky**, but I try my best. At around 10:15, we have a short break. I usually eat a sandwich, play with my friends, chat and laugh.

Later, we have more lessons like social studies, religion, or computer. I enjoy learning how to use the computer in class. However, my favorite subject is P.E.

The school day ends at 1:30 p.m. I usually feel a bit tired, but I'm happy after a good day. I go home, eat lunch, rest a little, and then do my homework.

That's what a school day looks like for me. What about you?

Bye for now,
Fady

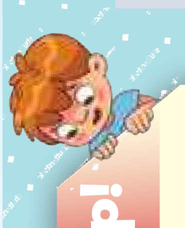
Send

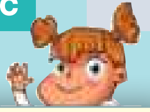
5 Choose the correct answer from a, b, c or d

1. In the morning, students sing the national ....
   a. song **b.** poem **c.** anthem **d.** line
2. Fady's first subject is usually ....
   a. English **b.** Arabic **c.** math **d.** science
3. At 10:15, students have a short ....
   a. lesson **b.** class **c.** walk **d.** break
4. Fady usually feels a bit .... after school.
   a. relaxed **b.** tired **c.** quiet **d.** worried

6 Match the informal words and expressions to their formal meaning

Hi **1**	typical **2**	chat **3**	try my best **4**
normal **a**	work hard **b**	Hello **c**	talk **d**





Tip!

You can send an informal email to a friend or someone you know very well. Make sure you use the present simple tense to talk about your routine or typical day.

7 Read Fady's email again. Check (✓) to what he includes in his informal email

- ☐ the receiver's email address
- ☐ the sender's email address
- ☐ an informal greeting
- ☐ the main body with details
- ☐ use contractions like (I'm)
- ☐ closing in a friendly tone
- ☐ sender's signature
- ☐ the email's sending date.
- ☐ the subject of the email
- ☐ the home address of the receiver
- ☐ formal words and expressions
- ☐ Using 1st person pronouns (I, my, etc.)
- ☐ ending the email without a question
- ☐ the address of the sender

8 Write an informal email to your friend Sam in England to describe your day at school of about 70 words

Closing Activity

9 Write about three healthy habits you do daily.

1. ....

2. ....

3. ....

Lesson **5**

Think and Create

Making a Poster About Daily Life in a Governorate

1 **Look and read the poster about Beni Suef**

Explore the Daily Life in Beni Suef

1

People wake up early, clean the house and prepare breakfast.

2

Many people work on farms. They grow cotton, beans, and vegetables.

3

Some people work in factories. They make cement and clothes.

4

At noon, families eat lunch together. They eat rice, bread, and vegetables.

2 **Look and read the poster again. Put the parts of the poster in order.**

☐ detailed description

☐ main header

☐ pictures/drawings

3 **Design a poster about famous activities in your governorate.**

Rate your poster

Clear and attractive title ☆☆☆☆☆

Detailed sentences ☆☆☆☆☆

Expressive pictures or drawings ☆☆☆☆☆

Unit 2 Community Builders

Learning Outcomes

Listening

- Identify features of different jobs needed in the community.
- Follow conversations about helping the community.

Speaking

- Describe jobs that help build a community.
- Talk about ability and permission using can/can't/able to.

Reading

- Identify key vocabulary in reading texts.
- Identify the moral and characters of a fictional story.
- Recognize elements and specific details in a biography.

Writing

- Write a biography of a famous Egyptian person.
- Create a poster identifying and solving a community problem.

Lesson 1

Jobs That Help The Community

Group Work Activity

1 **What can we do to make our community a happier place?**

Pair Work

Work with your classmates from Grade 5

2 **Think and answer**

What jobs do you think communities will need in the future?

Pair Work

Work with your classmates from Grade 4

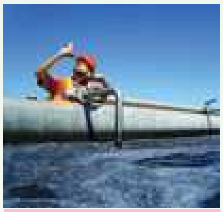
3 **Read and complete.**

1. They .... the park on Fridays.
2. She .... at the community garden.
3. They .... flowers and trees in the park.
4. We .... our neighbors.

4 **Listen, look, and repeat**

paramedic

architect


water resources engineer

mechanic

tailor

delivery person

street cleaner

traffic officer

5 Read, think, and match

1. community	**a.** to look for information to learn more about something
2. research	**b.** not afraid to do difficult or scary things
3. vehicles	**c.** things that people use to travel, like cars, buses, and bikes
4. emergency	**d.** a group of people who live or work together in the same place
5. brave	**e.** make something happen or stop
6. control	**f.** a sudden situation that needs quick help

6 Listen to the conversation

Omar, Youssef, and Salma are talking about different jobs in their community.

7 Listen again and answer the questions

1. Why do all the students think these jobs are important?

....

2. Who is doing research about jobs that help the community?

....

3. Why does Youssef want to be a mechanic?

....

4. How do paramedics help people?

....

8 Choose the correct answer

1. What is Omar doing at the beginning of the conversation?

a) Writing a story
b) Reading a book
c) Doing research about jobs that help the community
d) Watching a movie

2. What kind of job does Youssef want to do?

a) Doctor
b) Engineer
c) Mechanic
d) Teacher

3. Why does Youssef want to be a mechanic?

a) He likes helping people in emergencies
b) He wants to work in an office
c) He enjoys fixing things
d) He likes wearing uniforms

4. What job does Omar want to do?

a) Traffic officer
b) Water resources engineer
c) Tailor
d) Delivery person

5. What do water resources engineers do?

a) Fix cars
b) Make clothes
c) Provide clean water
d) Control traffic

6. What job does Salma say she wants to do?

a) Paramedic b) Mechanic c) Police officer d) Carpenter

7. Why is the job of a paramedic important?

a) They clean the streets
b) They help people in emergencies
c) They fix clothes
d) They drive buses

9 Look and complete

1. a.....................

2. p...................

3. t.................................

4. m......................................

10 Read and choose

1. A **street cleaner/delivery person** brings food, or packages to places.
2. Water resources **doctors / engineers** make sure people get clean water.
3. Mechanics fix **vehicles / computers**.
4. The traffic officer helps people **make / cross** the road.

11 Read and complete using the words in the box

cleaners	research	emergency	important	tailor

1. The ……………….. fixed my old dress.
2. Adam is doing ………………… for school.
3. Yesterday, I saw a paramedic helping people in an …………………… .
4. Street ………………….. help keep the city beautiful.
5. Every job is ………………… and matters.

Closing Activity

12 Discuss with your classmates

1. What do you do to help your community?

Lesson 2

Let's Help Our Community

Group Work Activity

1 Discuss with your classmates.

What is your favorite place to visit in your community? Why?

Pair Work

Work with your classmates from Grade 5

2 Look at the picture, then answer the questions.

1. What problem do you see in this picture?
2. What can you do to solve this problem?

Pair Work

Work with your classmates from Grade 4

3 Read the question and check (✔) the best answer.

What is the best way to reduce traffic?

a. Leave the car engines running. ☐

b. Walk or cycle for short distances. ☐

c. Buy a car for each member of the family. ☐

4 **Listen to the conversation then choose the correct answer**

1. The traffic near the school is .... and dangerous.
   (a) calm (b) great (c) noisy (d) helpful

2. Let's ask our teacher to let us make .... to hang around the park.
   (a) posters (b) movies (c) food (d) books

3. When we all ...., things get better.
   (a) play (b) help (c) dance (d) jump

4. I think we should make signs that say "Drive ....!"
   (a) fast (b) hard (c) great (d) slowly

5. We should walk or .... bikes.
   (a) ride (b) fly (c) drive (d) hang

Language in Use

Using can/ can't/ able to

- We use "**can/can't**" followed by "the infinitive form of the verb" to talk about ability in the present.

Example: I **can** bring some garbage bags.

We **can't** cross the road safely in the morning.

- We use verb to be (am/is/are) + able to + (infinitive form of the verb) to show ability in the present.

Examples: She is **able to** speak with the traffic officer.

My sister is **able to** ride a bike.

5 **Put the words in the correct order to make sentences**

1. play/ I / outside / can / football.

   ……………………………………………………………………………………

2. speak / well / She's / English / able to / very/.

   ……………………………………………………………………………………

3. clean / room / Can / the / today / they /?

   ……………………………………………………………………………………

4. able to / They / sing / are / beautifully /.

   ……………………………………………………………………………………

6 **Write the correct form of the word(s) in brackets**

1. She …………………… (not can) walk to school.
2. I am …………………… (able) run fast.
3. ………………………… (Can't) they do the research? - Yes, they can.

Closing Activity

7 **Think and discuss.**

What problems do you see around you?
What can you do to help solve them?

Lesson 3 The Proud Rose

Group Work Activity

1 Read and sort the words.

forest – violin – flag – vest

/f/	/v/
....	....

Pair Work

Work with your classmates from Grade 5

2 Look at the picture. Then answer.

1. What can you see in the picture?
2. How do you feel about it?

Pair Work

Work with your classmates from Grade 4

3 Read and answer

Have you ever helped someone in need? What did you **do?**

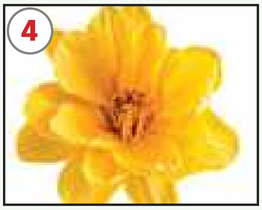
4 Read, look, and number

1. **Thorns** are the sharp points that grow on the stem or branch of a plant to protect it.
2. **Petals** are the soft, colorful parts of a flower that surround its center.
3. To **peck** is to hit or pick up something with a beak, like a bird does.
4. **Unpleasant** is when something is not nice and makes you feel unhappy or uncomfortable.

1

2

3

4 

5 Choose the correct answer from a, b, c or d

1. The cactus grows in the …………………… .
   - a desert
   - b sky
   - c tree
   - d water

2. The thorns are very …………………… I can't touch them.
   - a soft
   - b nice
   - c sharp
   - d great

Tip!

Every story has a moral. A **moral** is the lesson or message we learn from a story. It usually teaches us the difference between right and wrong, and helps us think about how we should act in real life.

6 Read and answer

Have you ever helped someone in need? What did you do?

The Proud Rose

Once upon a time, in a dry desert far away, there lived a beautiful rose. She had soft red petals that sparkled in the sunlight and gave off a sweet, lovely smell. Every **creature** in the desert admired her beauty, and the rose knew it. She was very proud of how she looked and believed she was the most special plant in the desert.

Growing next to the rose was an old, rough cactus. He was covered in long, sharp thorns and didn't have any flowers or **bright** colors. The rose didn't like the cactus at all. She looked at him every day and thought he was **unpleasant** to look at. "Why do you have so many thorns?" she would ask. "You're so rough and unpleasant to look at." Even though the cactus never said anything mean back, the rose kept making fun of him.

Seasons passed, and one year, the summer was much hotter than usual. The sun **shone**, and the desert grew even drier. All the small plants began to dry up. Soon, the beautiful rose started to lose her color. Her petals became dry and **weak**. She was very thirsty, but there was no water anywhere. One day, the rose saw a small bird fly down and gently **peck** at the cactus. The bird drank some water from inside the cactus and flew away, happy and **refreshed**.

The rose was surprised. She didn't know the cactus had water inside. Feeling **embarrassed**, the rose spoke to the cactus. "I'm sorry for the way I treated you," she said. "I didn't know you were so strong and helpful. Could you please give me some water?" The kind cactus smiled and shared his water with the rose.

Slowly, the rose came back to life. From that day on, she never judged anyone by how they looked again.

7 Read, think, and answer

1. What happened to the rose in the summer?

2. How did the rose feel about how the cactus looked?

3. What did the cactus do for the rose when she asked for help?

4. What did the bird do to get water?

8 Read and write (T) True or (F) False

1. The kind cactus shared his stored water with the rose. ( )

2. At the beginning, the rose liked the cactus. ( )

3. The rose didn't say sorry to the cactus. ( )

4. The bird drank some water from inside the rose. ( )

5. The cactus and the rose became friends. ( )

9 Read and complete the summary using the words in the box

said sorry - soft - rose - cactus - water - dry - proud

In a (1) ___________ desert, there lived a (2) ___________ with (3) ___________ red petals. She was very (4) ___________ and often made fun of the rough (5) ___________ covered in sharp thorns. During a very hot summer, the desert became even drier, and the rose became weak and thirsty. One day, she saw a bird drink (6) ___________ from inside the cactus. Feeling sorry, she (7) ___________, and the kind cactus shared his water with her, and they became good friends.

10 Discuss in groups

1. What is the moral of the story?

2. If you were the cactus, what would you have done? Why?

Closing Activity

10 Circle the odd word out

1- play - clean - sleep - sugar

2- milk - rice - oil - water

3- rose - weak - bright - nice

Lesson 4

A Biography of an Egyptian Hero

Group Work Activity

1 Rearrange the words to make sentences

1. supermarket - is - The - big.
2. play - school. - I - after
3. fix - my - computer. - I - can

Pair Work

Work with your classmate from Grade 5

2 What do you want to be when you grow up?

Pair Work

Work with your classmate from Grade 4

3 Read and complete the sentences using can, can't, or able to

1. My little brother ……………………. write yet, but he's learning.
2. Laila and Hana are ………………… finish their homework before dinner.
3. ………………… you speak French? Yes, I can.
4. I ………………. go to the park today. I have a lot of work to do.

4 Think and answer

Who's your favorite famous Egyptian person?

Dr. Mostafa El Sayed: Science With a Golden Touch

Dr. Mostafa El-Sayed is a **brilliant** Egyptian scientist! He was born in Egypt in 1933 and had a great love for learning from a young age. He studied at Ain Shams University in Cairo before going to the United States to continue his scientific research.

Dr. El-Sayed became a **global expert** in chemistry and **nanoscience**. Nanoscience is the study of very tiny things - much smaller than a human hair. One of his most important discoveries is called El-Sayed's Rule, a scientific idea that was named after him.

One of his biggest achievements is his work with tiny gold particles. He found out how these "gold **nanoparticles**" can be used to help doctors detect and treat some types of **cancer**.

Because of his important discoveries, Dr. El-Sayed has received many major **awards**, including the U.S. National Medal of Science. He's a true hero of science and a source of pride for Egypt!

5 Read and answer

1. Where was Mostafa El-Sayed born?

....

2. What did Dr. El-Sayed become an expert in?

....

3. How could El-Sayed help doctors detect and treat some types of cancer?

....

4. Why do you think Egypt is proud of Dr. El-Sayed?

....

Tip!

Here are some tips for writing a biography.

1. **Start** with key facts
2. **Tell** about their early life
3. **Say** what they did
4. **Use** the correct time order
5. **Add** fun facts
6. **Use** clear and simple language
7. **End** with their impact

6 Read the text about Dr. Mostafa El-Sayed again. Then, write these sentences in the correct order, from 1 to 4

A. He became an expert in chemistry and nanoscience. ☐

B. Mostafa El-Sayed is a brilliant Egyptian scientist! ☐

C. He found out tiny gold particles can help doctors fight cancer. ☐

D. He studied in Egypt and then in the United States. ☐

7 Write a biography about (60-70) words about your favorite famous Egyptian person

Closing Activity

Let's Draw!

8 Draw the city/ village you live in

Lesson **5**

Think and Create

Let's Solve a Community Problem!

1 Look and read

Food Waste In Egypt

Causes

- People make more food than they eat.
- Restaurants throw away leftover food.
- No easy way to donate extra food.
- People don't think about wasting food

Effects

- Good food is thrown away.
- Many poor people don't get food.
- Wasting food wastes money and water.
- More garbage, which causes more pollution.

Solutions

- Plan meals
- Shop smart
- Support food banks
- Feed animals leftovers
- Store food properly

2 Work in groups. Identify a problem in your community and suggest some creative solutions

Answer these questions to help you:

1. What are the causes?

2. What are the effects?

3. What are the solutions?

Rate your work: We used a main heading and sub-headings. ☆☆☆☆☆

We added pictures and details. ☆☆☆☆☆

Unit 3 Our Nature

Learning Outcomes

Listening
- Listen to short texts to identify the main idea
- Identify the specific details in a listening text

Speaking
- Talk about how to grow a plant step by step
- Describe the weather in different places
- Identify and accurately pronounce the phonemes /e/ and /ɪ/

Reading
- Answer comprehension questions about plants and weather
- Identify main ideas in a text
- Identify supporting details

Writing
- Write sentences using the present continuous tense
- Write a short story about an experience or trip

Lesson 1

Caring For Plants

Group Work Activity

1 Read, guess, and write

1. I'm tall and have a long neck.

   I eat leaves from trees up high.

   What am I? ______

2. I'm big and round.

   I'm black and white.

   What am I? ______

Pair Work

Work with your classmate from Grade 5

2 Read and answer

How do you take care of your health?

Pair Work

Work with your classmate from Grade 4

3 Think and answer

How do plants help people and animals?

4 Listen, look, and repeat

natural fertilizer

weeds

hibiscus

basil

5 Listen again and complete

pull out **water** **plant**

....

....

....

6 Listen again and answer the questions

1. What kind of herbs does Grandpa grow in his garden?

....

2. Where does Laila's dad like to drink mint tea?

....

3. Why does Grandpa take care of his plants every day?

....

4. How does Grandpa care for the plants in his garden?

....

Tip! Listen carefully for main ideas and important details to understand the text and answer questions correctly.

7 Read and choose

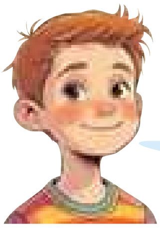
1. I **pull/check** out the weeds from the garden every morning.
2. We help my grandpa **care/grow** for the plants in his garden.
3. Every morning, I **check/take** for insects on the plants.

8 Read and complete using the words in the box

oil **grow** **herbs** **water**

1. Since ancient times, people used olives to make ....
2. My brother and I have a plant. We .... it every day.
3. In Egypt, people use .... like basil in cooking.
4. Farmers .... fruits like guavas and figs.

9 Read the example and work with your partner to describe the pictures



In Picture (1), he's pulling out weeds. Pulling out weeds is important because they can be harmful to the plants.

1

2

3

10 Choose the correct answer from a, b, c or d

1. What does Laila say about her grandpa's garden?

a) It looks small. b) It smells bad. c) It looks incredible. d) It needs water.

2. What do plants need to grow well, according to Grandpa?

a) Shade and wind b) Water, sunlight, and care

c) Rain and insects d) Soil and flowers

3. What kind of herbs does Grandpa grow?

a) Thyme, mint, and sage b) Parsley, mint, and basil

c) Lavender, ginger, and mint d) Basil, rose, and thyme

4. What does Laila's dad drink in the evening?

a) Jasmine tea b) Guava juice c) Mint tea d) Hibiscus juice

5. What is hibiscus used for in the family?

a) As decoration only b) To make a tasty drink

c) To feed animals d) As a fertilizer

Closing Activity

11 Read and answer.

An old lion in a forest pretends to be sick to trick animals, but a wise fox stays safe by learning from the mistakes of others.

1. What is the setting?

2. What does the word "pretend" mean?

3. Underline the phrase that shows the moral.

Lesson 2

How's The Weather in Your City?

Group Work Activity

1 Name 3 activities you do after school.

Pair Work

Work with your classmates from Grade 5

2 Read and check (✔).

What is the best way to stay healthy?

a. Eating chips and burgers. ☐

b. Watching TV all day. ☐

c. Doing some sports. ☐

Pair Work

Work with your classmates from Grade 4

3 Read and match

(A)	(B)
1. Alexandria is colder	a. than a giraffe.
2. A zebra is shorter	b. than Aswan in winter.

Language in Use

Present Continuous

- We use the present continuous to talk about:

1. Actions happening now.

Example:

Ahmed is playing football now.

We are visiting grandma.

2. To make the negative form, we use: subject + (am / is / are) + not + verb -ing

Example:

They are not playing in the garden.

3. To make the question form, we use: (am/is/are) + subject + verb -ing?/Wh- word+ am/is/are + subject +v -ing ?

Example:

Are you watching TV now? – Yes, I am.

What is he doing now? – He is eating lunch.

4 Read the text. What is the weather like in Egypt today?

New message

To: John@yahoo.com

From: youssef@gmail.com

Subject: Weather in Egypt

Hi John,

How are you? I want to tell you about the **weather** in Egypt today. It is very different from one place to another.

In Alexandria, it's **windy** and **rainy**. The sky is full of dark clouds and the waves are high. People are staying indoors because it's cold and the streets are **wet**. Some shops are closing early.

In Cairo, the weather is **warm** and **sunny**. People are walking in the streets. Children are playing in the parks. Some students are doing their homework **outdoors**. I can see birds flying in the clear sky.

In Aswan, it is hot. The sun is very strong, and the sky is clear. Farmers water their plants early in the morning. People drink lots of water, wear hats and sunglasses, and sit in the **shade** to **protect** themselves from the sun.

Now, Egyptians are checking the weather to help people take care of their homes and plants.

What is the weather like in your city? Write back soon.

Your friend,

Youssef

Send

5 Read and put (T) True or (F) False

1. The weather is rainy and windy in Cairo. ( )
2. It's cold and the sky is dark in Aswan. ( )
3. The streets are wet in Alexandria. ( )

6 Choose the correct answer from a, b, c or d

1. When it's hot, people drink water and rest in the ....

   a. shade **b.** street **c.** heat **d.** dust

2. The streets are .... because it is raining heavily.

   a. dry **b.** wet **c.** dusty **d.** hot

3. We wear hats to .... ourselves from the sun.

   a. heat **b.** clean **c.** grow **d.** protect

4. Some people like to check the .... before they go outdoors to know if it's hot or cold.

   a. shops **b.** beach **c.** plants **d.** weather

7 Read, think, and answer

1. What is the weather like in Alexandria according to the text?
2. Why are some students doing their homework outdoors?
3. Why do farmers water plants early in the morning?

8 Read and write the sentences using the correct form of the word(s) in brackets

1. Maged .... (play) tennis in the club now.
2. .... you .... (eat) your lunch at the moment?
3. I .... (not wear) my jacket. It's hot.
4. My friend and I .... (visit) London now.

9 Change the following into question form

1. Malik is watching a football match now.

....

2. She is playing with her dog in the park at the moment.

....

3. Yes, we're playing tennis at the club with our friends.

....

Closing Activity

10 Discuss in groups

Why is it important for people in different cities to check the weather every day?

Lesson 3

The Wonderful Nile River

Lesson 3

Pronunciation

Group Work Activity

1 Listen, read, and sort the following.

restaurant

theme park

club

coffee shop

Places for Food and Drink	Places for Play
....	....
....	....

Pair Work

Work with your classmates from Grade 5

2 Unscramble and write

f - l - ea
leaf

d - ee - f
....

t - o - p
....

f - l - g - a
....

Pair Work

Work with your classmates from Grade 4

3 Circle the odd sound out

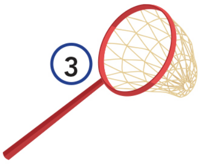
1. fruit – fridge – clever
2. desk – window – shelf

Pronounce the /e/ sound by opening your mouth slightly and keeping your tongue low-mid and front. This vowel sound is heard in words like "ten" /ten/, "hen" /hen/, and "bed" /bed/.

4 Listen, look, and match

1

2

3 

/e/ /ɪ/

4

7

5

6

5 Listen and circle the words that has the /ɪ/ sound

1. window / shelf / clever
2. red / bed / milk
3. fence / village / desk

Pronounce the short "ɪ" sound
Keep your tongue high but slightly lower than for /i/, with relaxed lips and jaw. The tongue tip rests just behind the bottom front teeth like in the words (sit, bit, in)

6 Read the sentences and write the correct sound of the word in bold

1. Sea turtles **swim** in the warm Red Sea. ....
2. The ibis eats small animals like **insects** and fish. ....
3. Grandpa grows herbs like **mint** and parsley. ....
4. Hibiscus flowers grow near the **fence**. ....

Closing Activity

7 Unscramble and write

w-a-r-d

....

l-y-p-a

....

t-m-i-n

....

Lesson 4

Unforgettable Trip to Wadi El Rayan

Group Work Activity

1 Write 3 sentences about this picture.

1. ....
2. ....
3. ....

Pair Work

Work with your classmates from Grade 5

2 Write 5 sentences about the Nile River

1. ....
2. ....
3. ....
4. ....
5. ....

Pair Work

Work with your classmates from Grade 4

3 Look, choose, and complete

(Thursday – lakes – trip)

Last………………., our class went on a school…………….. . We saw……… and desert animals.

4 Think and answer

Have you ever been on a school trip? What did you do?

Last Thursday, our school organized a trip to Wadi El Rayan National Park in Fayoum. Our class teacher, Miss Salma, and science teacher, Mr. Ahmed, came with us. We left school early and rode the bus for two hours.

On the way, we saw green farms, **sand dunes**, and camels walking in the distance. When we arrived, a kind **guide** named Mr. Tarek showed us the lakes, the waterfalls, and the palm trees. He explained that Wadi El Rayan is not only beautiful, but it also protects **rare** animals and plants.

After lunch, we took another short trip into the desert–to a place called Wadi El-Hitan, or Valley of the Whales. This place was covered by sea. Scientists found the **skeletons** of ancient whales there. We saw real whale bones in the sand and even a **fossil** museum!

I wanted to take a picture of the skeletons with my camera when I realized that it wasn't with me. I looked everywhere with no luck. Thankfully, Mr. Ahmed found it **tucked** under a wooden bench outside the **exhibit** just before we left that area.

That trip was full of nature, **history**, and fun with friends.

Wadi El-Hitan

Tip!

Skimming a text means reading quickly to get the main idea. Focus on the most important parts to understand what the text is mostly about.

5 Read and answer

1. Where did the students go on their school trip?

....

2. What animals did the students see near the lake?

....

Tip!

Here are some steps for writing a story:

- Tell when and where the story takes place.
- Say who is in the story (people, animals, etc.).
- Write what happens using (first, next, and finally)
- Include a problem and a solution.
- Use past simple tense.
- Add interesting details.
- Finish with an ending.

6 Write a story of (40-50) words about visiting a new place

Writing Checklist: Visiting a New Place

- ☐ Say **who** is in the story
- ☐ Tell **when** and **where** the story takes place
- ☐ **Find information** about the place to include in your writing
- ☐ Use a **friendly style** when writing
- ☐ **Add interesting details** to make your story exciting
- ☐ **Finish with an ending** that wraps up your story

Closing Activity

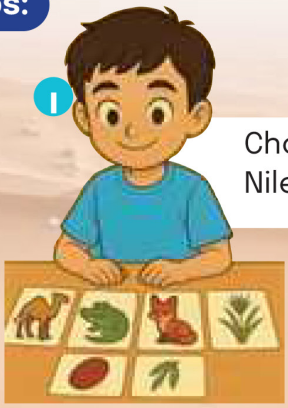
7 Reorder the pictures to make a story

Lesson 5 Think and Create

My Egyptian Wildlife Snapshot

Choose **one animal or plant** from Egypt and make a small fact card about it.

Steps:



1. Choose **one animal** (like a camel, Nile crocodile).

2. **Find or draw a picture:**
You can **draw** the animal or plant, **print a photo**, or **cut** out one from a magazine.

3. **Write 3 easy facts:**
Where does it live? (desert , sea, river, etc.)
What's the **weather** like there? hot , dry, sunny, etc.)
What's **one special thing** about it? (What does it eat ? Is it dangerous or not ?)

4. **Make your card and color it.**

5. **Share with the class.**

Review 1

1 Match and write

a. tailor

b. paramedic

c. architect

d. mechanic

e. traffic officer

f. teacher

1. Helps people cross the road safely. _________________

2. Makes clothes. _________________

3. Designs buildings. _________________

4. Fixes cars. _________________

5. Helps sick or injured people. _________________

6. Works in a classroom. _________________

1 Review

2 Write the correct word

vehicle - community - uniform - emergency - bin - recycling

1. Always throw rubbish in the ___________.

2. A ___________ is a group of people who live together.

3. Doctors and paramedics wear a ___________.

4. We put bottles and paper in the ___________ box.

5. We call 123 in case of ___________.

6. A bus is a kind of ___________.

3 Circle the correct word

1. Do you usually (go - goes) out with your friends?

2. The children (are playing - play) in the park today.

3. We (am not listening - are not listening) to the radio at the moment.

4. He (isn't riding - aren't riding) his bicycle this afternoon.

5. Ali (visit - visits) his grand parents every Saturday.

6. (Am - Is) the cat sleeping on the couch?

4 Complete each sentence using can, can't, or able to.

1. A fish ________________ walk, but it ________________ swim.

2. She ------------- swim, so she wears a life jacket in the pool.

3. We have a new car, so now we are ________________ visit our family more often.

4. Are you ________________ lift this box? It's very heavy!

5. My little brother ________________ tie his shoes yet, but he's learning.

6. They have practiced a lot, so they ________________ play the song perfectly now.

5 Read and answer

"Ali always helps his friends at school. He picks up rubbish in the playground and puts it in the bin. He tells his friends to recycle paper and bottles. Ali thinks everyone should keep the school clean."

1. What does Ali do in the playground? ____________________________

2. What does he tell his friends? _________________________________

3. Do you think Ali is helpful? Why? ________________________________

6 Story Elements

One sunny morning, in a cozy house next to a big, green park, a small kitten named Whiskers was playing. He loved to chase butterflies. Suddenly, a big, noisy dog ran by, and Whiskers got scared! He ran away quickly, right into the middle of the big park. Now, Whiskers was all alone and didn't know how to find his way back home. He started to meow sadly.

1. Who are the characters in this story?

____

2. What is the setting of this story? (Where and when does it happen?)

____

3. What is one important event that happens in the story?

____

4. What is the problem in this story?

____

7 Make a poster

Instructions: Design a poster to tell people how to keep their community clean.

8 Reflection question

Write two sentences about how you help your family or community.

1. ____

2. ____

9 Match the Problem to its Solution!

Read each problem in Column A. Then, find the best solution for it in Column B.

Problems	Solutions
_____ There is a lot of trash and plastic on the streets.	**a.** Organize a "Meet Your Neighbors" day with games and food.
_____ Many children don't have a safe place to play outside.	**b.** Start a community cleanup day and put more trash bins.
_____ People don't know their neighbors very well.	**c.** Ask the city to fix the equipment and clean the park regularly.
_____ The local park has broken swings and dirty benches.	**d.** Build a new community center or a safe playground.

Unit 4

Made in Egypt

Learning Outcomes

Speaking

- Talk about important places and projects in Egypt.
- Express opinions about modern cities and clean energy.
- Describe visits to museums or tourist places in Egypt.

Listening

- Recognize specific information about Egyptian places and projects.
- Identify main ideas in short descriptions of cities.
- Differentiate between the final sounds /d/, /t/, and /ɪd/ in regular past simple verbs.

Reading

- Recognize Egypt's modern and historical projects.
- Distinguish between facts and opinions in a factual and opinion-based texts.
- Identify specific information related to a reading text.

Writing

- Use past simple in affirmative & negative forms in meaningful sentences.
- Write a paragraph to express an opinion with reasons and examples.
- Create a display board about an object in the Grand Egyptian Museum.

Lesson 1 A Trip Through Time

Group Work Activity

1 Read and complete with a/an

1. I bought ______ green notebook.
2. They played with ______ orange ball

Work with your classmates

2 Look at the picture. Think and answer

Where do you think Tutankhamun's mask is located?

Work with your classmates

3 Listen, look, and repeat

passport

luggage

souvenir

brochure

exhibition

travel plan

information desk

guided tour

4 Look and complete the sentences with these travel verbs

fly

pack

book

board

1. Hello! I'd like to .... a hotel room, please.
2. They will .... to Aswan next year.
3. Do you have the ticket to .... the plane?
4. Let's .... our clothes in these suitcases.

5 Listen and answer the following question

Why is the location of the Grand Egyptian Museum special?

6 Listen again and answer the questions

1. Why do tourists visit Egypt?

....

2. How long did it take to finish the museum?

....

3. What can visitors see inside the museum?

....

4. Where can visitors ask for help?

....

7 Read and check (✓) the correct sentence

1. a You must have a passport to enter a museum. ( )
   b You must have a passport to enter a different country. ( )
2. a A brochure tells you about the museum. ( )
   b A brochure is something you eat on a trip. ( )
3. a An exhibition shows old and special items. ( )
   b An exhibition is a place where people sleep. ( )

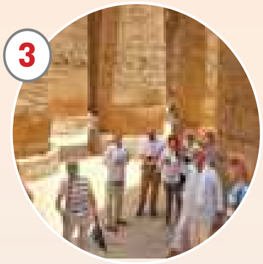
8 Look and complete the words

1

p.................................

2

b.................................

3 

g.......... t..................

9 Choose the correct answer from a, b, c or d

1. I bought a small pyramid as a .... from the gift shop.
   a. painting b. color c. souvenir d. sport
2. We saw a mummy in the new .... at the museum.
   a. class b. exhibition c. playground d. hospital
3. Our teacher gave us a .... with times and places for the trip.
   a. travel plan b. test paper c. storybook d. math sheet
4. I went to the .... when I didn't know where to go.
   a. toy shop b. information desk c. swimming pool d. bedroom

10 Work with your partner. Read the example, then role-play

Closing Activity

11 Look, read, and complete

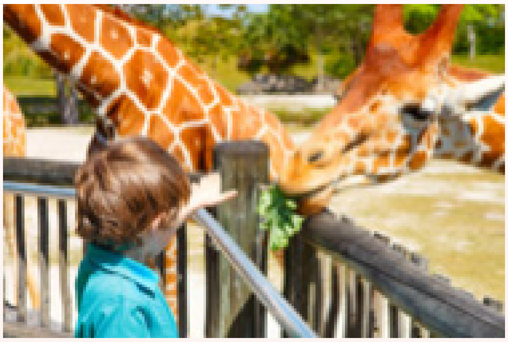
(zoo - go - fine)

Omar: Hi Amr, How are you?

Amr: Hi Omar, I'm _______

Omar: Where did you _______?

Amr: I went to the _______



Unit 4

Lesson 2

A Dream Comes True

Group Work Activity

1 Choose the correct answer

1. (This - These) is my book.
2. These (is - are) my friends.
3. (Those - That) are their my cups.
4. That (are - is) his horse.

Work with your classmates

2 Look at the picture, then label

1. sea
2. beach
3. cable car
4. mountain

Work with your classmates

3 Read and complete about yourself. Then, share with a partner.

I want to visit Al Galala because it is a special place in Egypt. Here are three reasons why I want to go:

1. ....
2. ....
3. ....

4 **Read the text and answer the following question**

How does Al Galala City prove to be a wonder?

Al Galala: Egypt's City Above The Clouds

Al Galala City is a modern city in Egypt, built on the Al Galala **Plateau** near Ain Sokhna. It was part of a national plan devised in 2015 to reduce crowding in older cities. Today, it is one of Egypt's leading **smart cities** with clean air and sea views.

The city has **luxury** hotels, beaches, a water park, and a famous cable car that offers great views from the mountain to the sea. Al Galala is also a center for education and science. Galala University welcomes students from Egypt and abroad to study medicine, engineering, and more.

In the past, the area was empty, but now it is full of life. People work in hotels, teach, or run businesses. More families are moving in to enjoy its **peaceful** environment.

The government plans to build more homes, parks, and transportation links. Al Galala is a great example of Egypt's **vision** for smart, **sustainable** cities.

Language in Use

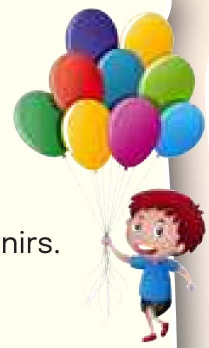
Past Simple

- We use the past simple for:

a. actions that started and finished in the past.
Example: She baked a delicious cake yesterday.

b. actions that happened one after another in the past.
Example: We entered the museum, took photos, and bought souvenirs.

c. habits in the past.
Example: They played outside after school every day.



Affirmative	Negative
• Use (subject) + (past form of the verb). **Examples:** He visited his uncle last Friday.	• Use (subject) + did not (didn't) + infinitive form of the verb. **Example:** Noha didn't clean the house last night.

♦ For regular verbs, add -ed, -d, or -ied to the main verb.

Examples: play → played smile → smiled cry → cried

♦ Irregular verbs have special past forms. They change in different ways.

Examples: go → went eat → ate buy → bought

♦ The past forms of **verb to be** are **was/were** in the affirmative form or **wasn't/weren't** in the negative form.

Examples: In the past, Al Galala Plateau was empty. There were no homes or roads.

♦ We use **was/were** in the question. We don't use "**did**" with verb to be.

Example: Was Maher at home yesterday? - No, he wasn't. He was outside.

Question

• Did+ subj+ main verb?
Example: Did you travel last summer? - Yes, I did.
Where did he go yesterday? - He went to the club.

5 Read and write the correct form of the word (s) in brackets

1. He .... (clean) his new shoes last morning.
2. The teacher .... (not be) at the library yesterday.
3. They .... (have) dinner an hour ago.
4. .... (Do) you enjoy the trip last week?
5. Did you .... (finished) the report yesterday?

6 **Read the text again. In which paragraph can you find this information?**

1. What students study at Galala University	Paragraph	(..............................)
2. When the city was built	Paragraph	(..............................)
3. How the place looked in the past	Paragraph	(..............................)
4. Government's plan	Paragraph	(..............................)

7 **Read and write T (True) or F (False)**

1. Al Galala City is located on the Mediterranean Sea. ( )
2. The cable car is one of the main attractions in Al Galala City. ( )
3. Al Galala Plateau was an empty place in the past. ( )
4. Only Egyptians are allowed to study in Galala University. ( )

8 **Read and complete the text with the words in the box**

sustainable - moving - overcrowded - center

Al Galala is a new city near the Red Sea. It helps people move away from big and (1) -------- cities. There are comfortable hotels and clean beaches for visitors. From the (2)------------- , people can see a great view of the sea and mountains. The city is also a center for education and learning. Many families are (3) ----- ----------- to Al Galala to enjoy a better life. It is part of Egypt's plan to build (4) ---------cities for the future.

Closing Activity

9 **Write about a place in Egypt you visited or want to visit. Use adjectives and past simple.**

"I want to visit .... because ...."

Lesson 3 Pronunciation

Group Work Activity

1 Circle the odd word out

1. farmer - fisherman - doctor - happy
2. sad - tired - scared - milk
3. saw - started - played - watched

Work with your classmates

2 Choose the correct answer from a, b, c or d

1. We saw a special _____ at the museum.
   a) street b) exhibition c) playground d) hospital
2. People use a _____ to remember their trips.
   a) recipe b) souvenir c) magazine d) bicycle
3. I _____ a travel brochure to learn about Al Galala City.
   a) wrote b) cooked c) read d) watched

Work with your classmates

3 Complete the paragraph with the Past Simple form of the verbs between brackets

Last weekend, Omar and his friend (1) .... (are) at the new science museum. They (2) .... (watch) a show about space. Omar (3) .... (not understand) some parts of it. His friend (4) .... (explain) everything to him. They (5) .... (take) photos of the rockets and stars. At the end, the guide (6) .... (ask) Omar if he (7) .... (enjoy) the show. Omar (8) .... (smile) and said, “Yes, it was amazing!”

4 Write each word in the correct column

1. cooked	2. visited
3. loved	4. washed
5. painted	6. played
7. jumped	8. needed
9. watched	

TIP!

When we say past tense verbs ending in -ed, we can hear three different sounds:

/t/ sound: after words that end with p, k, f, s, ch, sh (voiceless sounds).

Example: liked, watched, kissed.

/d/ sound: after words that end with vowels or voiced sounds (like b, g, v, l, m, n, r, z). Example: played, cleaned, called.

/ɪd/ sound: after words ending with t or d.

Example: wanted, needed.

/t/	/d/	/ɪd/
....	....	....
....	....	....
....	....	....

5 Choose the correct sound for each verb. Write t, d, or ɪd

1. cleaned → _______	**2.** started → _______	**3.** helped → _______
4. called → _______	**5.** wanted → _______	**6.** kissed → _______

6 Read the short paragraph. Find all the past tense verbs ending in -ed. Write them in the correct column

Yesterday, I visited my friend and we played games. We watched a funny movie and laughed a lot. After that, we cooked dinner and cleaned the kitchen. We wanted to make a cake but we were too tired.

/t/	/d/	/ɪd/

7 Match each verb to the correct sound. Then say each word aloud.

1. called **2.** watched **3.** played **4.** needed **5.** painted **6.** washed

/d/ /t/ /ɪd/

Closing Activity

8 Circle the odd sound out

1- face - gate - cube

2- headed - watched - washed

3- goat - boat - cup

Lesson 4

Egypt Goes Green

Group Work Activity

1 Rearrange the words to make sentences

1. the - Omar - went – party. - to
2. Doctor - helps – sick-people.
3. two – books. - We - read

Work with your classmates

2 Do you agree or disagree?

		Agree	Disagree
1	We can get energy from the sun.		
2	Clean energy destroys the planet.		
3	People in villages can't work with modern technology.		

Work with your classmates

3 Rearrange the following words to make sentences

1. country.- a- is- Egypt- sunny
2. important.- The- project - is
3. get- the- We- from- can- sun.- energy

4 **Read Mariam's article. What's her opinion about Benban?**

EcoNews Egypt

Posted on: April 12   Category: Energy & Environment

Why I Think Benban Is Important

By: Mariam Mahmoud

Egypt is a sunny country, making it **ideal** for solar energy. One important project is Benban Solar Park near Aswan, one of the world's largest solar stations. Built between 2018 and 2019, it has over 6 million panels and provides electricity to homes, schools, hospitals, and factories.

Benban uses clean, sustainable energy, reducing pollution and keeping the air safe. It also creates thousands of jobs for engineers, builders, and people from nearby villages, helping them support their families.

The project is important because it saves money by using sunlight instead of expensive fuel, protects the environment, and brings jobs to Upper Egypt. Although some workers need training, it helps them learn new skills and improves local communities.

Benban Solar Park is a smart and valuable project for Egypt. It benefits people, protects nature, and supports development. It's a proud step toward a cleaner, better future.

5 **Read and circle the correct answer between brackets**

1. Solar energy comes from the (wind – water – sun).
2. Benban Solar Park is located near (Aswan – Luxor –Cairo).
3. The park has over (3 – 6 – 9) million solar panels.
4. The project created thousands of (machines – robots – jobs).
5. The writer feels (bored – proud – tired) of the project.

Tip!

When you write about what you think or how you feel about something–this is called opinion writing. It's a way to share your ideas and say what you believe.

6 Read the sentences. Write F (Fact) or O (Opinion)

1. The park opened in November 2019. ......
2. I think Benban Solar Park is a very important and smart project for Egypt. ......
3. Benban Solar Park helps reduce pollution. ......
4. I believe Benban Solar Park is a great idea for Egypt and the world. ......

7 Read Mariam's article again. Choose and number the features of opinion writing

1. I think Benban Solar Park is a very important and smart project for Egypt.
2. It helps us save money by using sunlight..., It protects the environment...
3. It generates electricity for places, such as homes, schools, hospitals, and factories.
4. smart, important, great, cleaner, proud
5. First..., Second..., Third..., As a result..., In conclusion...
6. I feel proud of this project. I hope other countries follow Egypt's example.

☐ squence words ☐ strong adjectives ☐ opinion starter

☐ supporting reasons ☐ use of examples

☐ writer's voice using 1st person pronouns

8 Write a paragraph of about (60-70) words including facts/some opinions about an industrial city of your choice

Don't forget to express your opinion and your feelings using adjectives.

Closing Activity

9 Re-order the following sentences to make a story

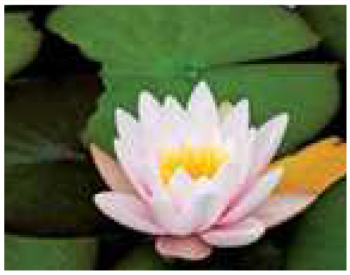
1. I get up at 6 o'clock . (----)
2. I play with my friends after school.(----)
1. I have my breakfast at 8 o'clock. (---------)
2. I go to school.(------)

Lesson 5 Think and Create

A Display Board about an Object in the Grand Egyptian Museum

1 Look and read about the display board of Lotus Chalice

Lotus Chalice



This chalice is made of alabaster. It looks like a white lotus flower with two handles. It was found in King Tutankhamun's tomb. Now, it is in the Grand Egyptian Museum. It was used in special ceremonies like funeral rituals. It is a symbol of eternal life and beauty. People believed it helped the king live forever in the afterlife.

2 Read then number the steps to make a display board

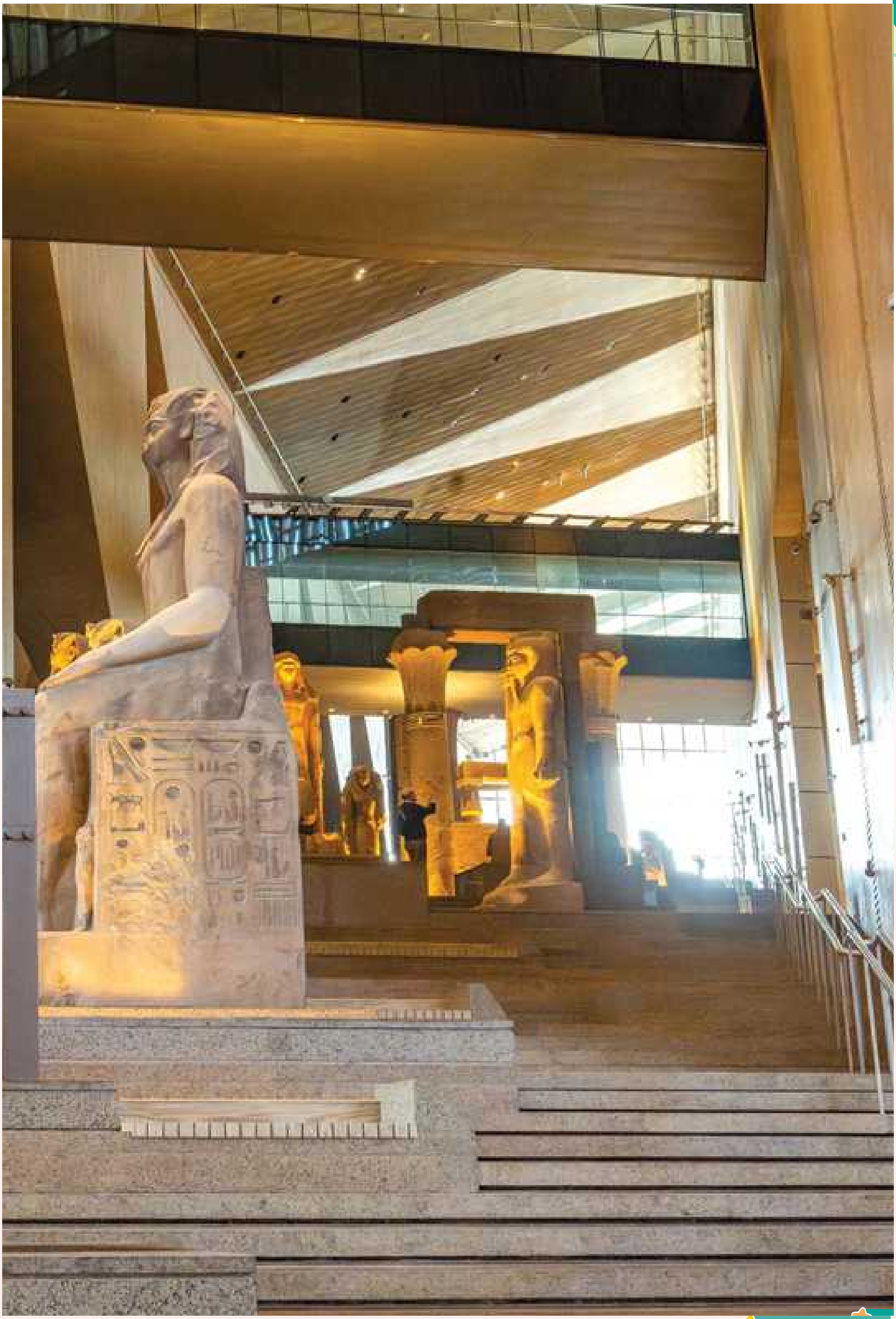
☐ Add a picture. Choose a clear photo or drawing of the object.

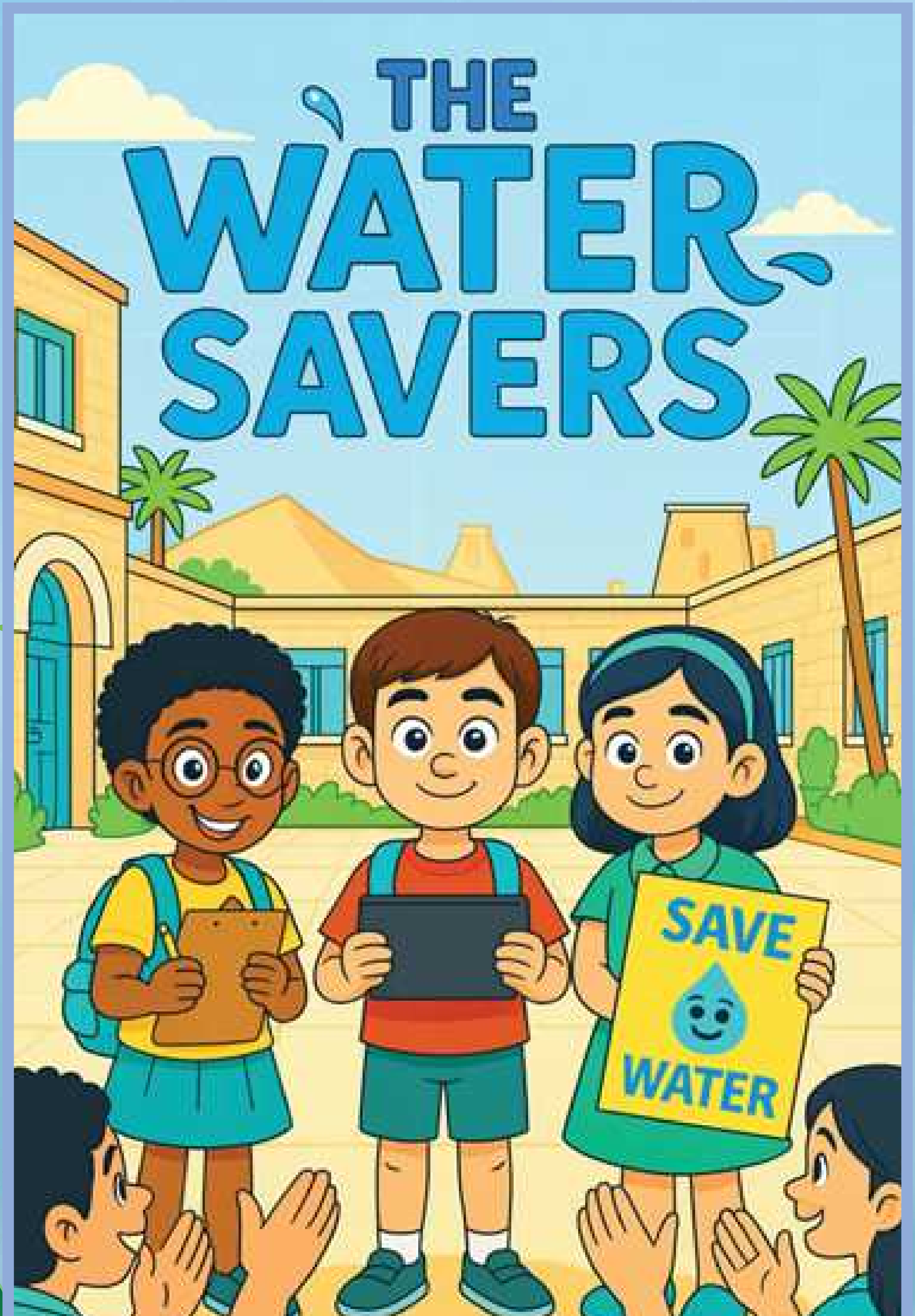
☐ Write a short paragraph. Use simple sentences to give information. Write about: - what the object is / - what it looks like / - where it was found / - where it is now / - what it was used for / - what it means

☐ Write the title. Write the name of the object at the top. Example: Lotus Chalice

3 Make another display board about another ancient Egyptian object. Check if you have these in your display board

Write a title ☐ A good picture/drawing ☐ An informative paragraph ☐




THE
WATER
SAVERS
SAVE
WATER

Unit 5

The Water Savers

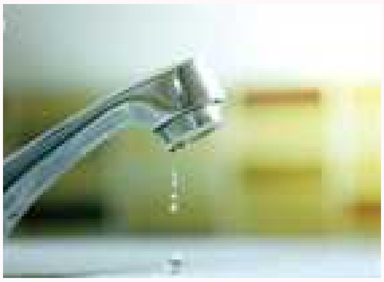
Listening & Speaking
- Participate in pair or group discussions about the story and its moral
- Ask and answer simple questions about characters and events
- Role-play short conversations
- Present ideas clearly with confidence during speaking activities.

Values
- Being a good citizen, working together and taking care of resources

Reading
- Identify the main characters, setting, and key events in a short story
- Retell the sequence of events using their own words
- Understand the main idea and theme (e.g., environmental responsibility, teamwork)

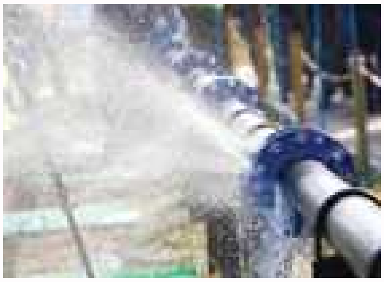
Writing
- Make a poster or write a paragraph using story details and personal ideas
- Organize ideas in a logical sequence (beginning, middle, end)

Vocabulary


drip

overflow

puddle

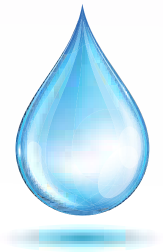

leak

hallway

hose

tap

pipe


drop

Definitions

dripping	falling in small drops (like water from a tap)
precious	very valuable; something we must protect
resources	natural things that we use, like water, air, or energy
snap (her fingers)	to make a quick sound with your fingers – a sign of having an idea
curious	wanting to know or learn more
leaky	letting water (or air) escape through a hole or crack
overflow	to go over the edge (e.g., when a sink is too full)
puddles	small pools of water on the ground
cheerful	happy, positive, bright and friendly
fix	to repair something broken
spread	to move to more people or places (like news or ideas)
mini-challenges	small, fun competitions to see who can do something best

The characters of the story

Noor

Ahmed

Farida

Mr. Youssef

In a bright and busy school, three friends–Noor, Ahmed, and Farida–were always looking for ways to help. One sunny morning, they noticed something that made them stop. A tap in the school bathroom kept dripping, even when no one used it. In the garden, water overflowed from a broken pipe and formed little puddles near the **walkway**.

“We waste too much water,” Noor said, shaking her head. She watched the drops fall one after another, knowing they were too precious to waste.

Ahmed said. “We need to take better care of our resources,” he agreed. We can’t afford to be careless.”

Farida, always full of ideas, snapped her fingers. “Let’s do something about it! We can be *Water Savers*! We can show everyone that small actions matter.”

They went to their teacher’s office and explained their plan. “We want to do a project to help our school use water wisely,” Noor explained. Their teacher smiled brightly. “That’s a wonderful idea. Go for it–and let me know how I can help.”

The next day, the three friends got to work. They started by walking around the school with a notebook, a camera, and curious eyes. Noor wrote down everything she noticed: leaky taps, students leaving water running while washing their hands, and hoses left on too long in the garden.

Ahmed used his tablet to take photos of the problems so they could show them later in their presentations. Farida, the artist, brought out her colored markers and made bright, cheerful posters. One read:
“Turn off the tap while brushing!”
Another said: **“Every drop counts. Fix leaks fast!”**

They also spoke to the school cleaner, Mr. Youssef, who was surprised but pleased to see the students taking action. “I’d love your help,” he said as they watched him fix a leaking sink. He explained how a small drip could waste liters of water each day. The kids listened carefully and learned a lot. But not everyone understood their role. One afternoon, a classmate said to them unkindly near the hallway. “Why do you care about water so much? It’s just a few drops.”

Noor looked him in the eye. “Because water is life,” she said firmly. “We *all* need it, and we *all* need to protect it.”

Her friends stood beside her, proud and quiet. They didn’t let the **bullying** stop them. They believed in what they were doing.

Soon, their message began to spread. The school hung their posters in bathrooms, classrooms, and near garden taps. Teachers took a few minutes each day to talk about how to save water. Some classes even had mini-challenges to see who could save the most!

One morning, the head teacher gave the children, Noor, Ahmed, and Farida certificates of achievement for their hard work. From that day on, everyone at the school became a Water Saver.

1 Read and write who said this?

1. "We waste too much water." (..............................)
2. "We need to take better care of our resources." (..............................)
3. "Let's do something about it! We can be Water Savers!" (..............................)
4. "That's a wonderful idea. Go for it - and let me know how I can help." (..............................)
5. "I'd love your help." (..............................)

2 Match the words in column (A) with their meanings in column (B).

A	B
1. dripping	a. things we use to live (e.g. water)
2. resources	b. having holes or cracks
3. leaky	c. flowing in small drops

3 Choose the correct answer from a, b, c or d:

1. Noor, Ahmed, and Farida were worried about the water because they ....

   a. wanted to play in the puddles   **b.** wanted to save water

   c. disliked the school garden   **d.** wanted to skip class

2. Farida used .... to make posters.

   a. tablets   **b.** colored markers

   c. notebooks   **d.** cameras

3. "Every drop counts!" means "..............".

   a. Water is only for drinking   **b.** Even small amounts of water matter

   c. Rain is coming soon   **d.** Drops are fun to count

4. Mr. Youssef supported the students because .... too.

   a. he wanted a break   **b.** he cared about saving water

   c. the teacher asked him   **d.** he liked their posters

4 Read and write (T) True or (F) False:

	True	False
1. Farida's posters had messages like "Every drop counts."	☐	☐
2. The teacher did not support the students' plan.	☐	☐
3. The school skipped the students' posters and didn't use them.	☐	☐
4. Mr. Youssef helped the students fix a leaking sink.	☐	☐
5. Noor said, "Water is life" when a classmate bullied her.	☐	☐
6. Some classes had mini-challenges to save water.	☐	☐

5 Read and put the events in order:

1. ◯ The teacher was excited about the project.
2. ◯ The friends see water leaking in the bathroom.
3. ◯ The students make posters and take photos.
4. ◯ A classmate bullies the Water Savers group.
5. ◯ Noor, Ahmed and Farida talk to Mr. Youssef, the cleaner.
6. ◯ The school starts water-saving challenges.

6 Complete the summary of the story with these words:

teamwork precious spread document wasted

In a school near Luxor, three friends–Noor, Ahmed, and Farida–notice water being (1) .... from leaky taps and broken pipes. Concerned about saving this (2) .... resource, they start a project called "Water Savers." They make posters with helpful messages about the problem, and learn from the school cleaner how small leaks waste a lot of water. Despite some bullying, they go on. Their efforts (3) .... , helping students and teachers to save water through daily actions and fun challenges. The story shows how (4) .... and small actions can make a big difference.

7 In groups, answer the following questions:

1. Why is saving water important?
2. How can small actions make a big difference?
3. Can one person really make a difference? Why / why not?
4. What are three things you can do at home to save water?

8 Write (3-4 sentences) to answer this question: "What would you do to save water at your school?"

9 Poster Design:

Make your own "Save Water" poster with a slogan and illustration. Present it to the class.

Review 2

1 Match the word to its picture

....

....

- souvenir
- pyramid
- cable car
- statue
- travel plan
- museum

....

....

....

....

2 Write the correct past simple form

1. We .... (visit) Al Galala City last year.

2. She .... (see) the beautiful gardens.

3. My friend .... (not go) to the museum.

4. I .... (enjoy) the trip a lot.

3 Complete with the following words

Ancient **wrapped** **decorate** **mountains**

1. The .... Egyptians built pyramids thousands of years ago.

2. My little sister .... her gift in shiny paper.

3. Let's .... the classroom with balloons for the party!

4. We went hiking in the .... during our trip.

4 Read and answer

Noor, Ahmed, and Farida went to their teacher's office and explained their plan. "We want to do a project to help our school use water wisely," Noor explained. Their teacher smiled brightly. "That's a wonderful idea. Go for it–and let me know how I can help."

1. What was the children idea about?

....

2. How can the teacher help?

....

3. Did the children achieve their project?

....

5 Write sentences

Instructions: Write two sentences using past simple about something nice you did last weekend.

1. ....

2. ....

6 Project activity

Design a mini travel brochure about an Egyptian city. Draw a picture and write at least three sentences.

Audio Script

Unit 1: Lesson 1 Exercise 7 (P.7)

A Day in Egypt

It is a great day in Cairo. Maged visits Khan El Khalili with his family. It is very exciting!

In the old streets, they can do many activities.

First, they buy souvenirs from the market. There are many beautiful things like bags, lamps, and bracelets. His sister chooses a colorful necklace.

Then, they walk through the old streets and watch people baking bread. The smell is amazing! They also see shops where workers make furniture by hand. It is interesting to watch them work.

They take more photos in the old streets. There are many beautiful doors and buildings with Arabic designs. Maged stands near a big wooden gate and smiles for the camera. Then, they walk to a small museum. It has old coins, clothes, and tools from the past. They learn many new things about Egyptian history.

They also see some children playing with small drums in the street. They laugh and enjoy the music. Maged's brother joins them for a few minutes. It is fun to play and enjoy the sounds of Old Cairo.

In the evening, they visit ancient sites near the area. They are big and beautiful!

They take many photos of them.

It is a fun day. He loves spending time in Egypt and learning about its culture.

Unit 1: Lesson 7 Exercise 3 (P.14)

Mr. Nader: As part of our 'Know Egypt' project, we'll listen to four voice recordings from four students. They'll describe life, work, and daily **responsibilities** in their villages.

Amina: Hello! I'm Amina from Ezbet El Borg in Damietta. People here are fishermen. I **accompany** my father to catch fish early in the morning. Some villagers work in fish factories or **repair** boats. We eat fish almost every day and enjoy the cool sea breeze.

Omar: My name is Omar. I live in Shakhlouba in Kafr El Sheikh near Lake Manzala. People fish using small wooden boats. I help my uncle clean the **fishing nets**. Some women also help catch fish. In the evening, we sit together and drink hot tea outside.

Salma: Hi! I'm Salma from Qutur in Gharbia. My family grows fruits and vegetables. We water the plants, **harvest** the crops, and feed our animals. On Fridays, we go to the market to sell food. Life is quiet, but we are always busy.

Hassan: Hi! I'm Hassan from Bashandy, a village in the Dakhla Oasis in the Western Desert. People in my village make carpets, rugs, and crafts. My family **spins** wool and weaves it on **looms**. I help my mother **dye** the wool with natural colors. Some visitors come to buy rugs from the village shops.

Mr. Nader: Thank you! These villages show how people in Egypt live, work, and support their families every day. Great job!

Unit 2 lesson 1 Exercise 6 (P.22)

Omar: Hi, Youssef! Hi, Salma!

Youssef: Hey, Omar! What are you doing?

Omar: I'm doing research about jobs that help our community.

Salma: That sounds fun! Can we help?

Omar: Sure! I want to make a list of jobs and how they help the community.

Youssef: Great idea. I want to be a mechanic.

Salma: Why a mechanic?

Youssef: Because mechanics fix vehicles, and I like fixing things.

Omar: That's cool! I want to be a water resources engineer.

Salma: What do water resources engineers do?

Omar: They make sure we get clean water in our homes and schools.

Youssef: That's a very important job!

Salma: I want to be a paramedic. They help people in emergencies.

Omar: That's a brave job. You'll help save lives.

Youssef: I also like the job of a traffic officer.

Salma: Me too. They help people cross the road and control cars.

Omar: What about a street cleaner?

Salma: They clean the streets and help keep the city beautiful.

Unit 2 lesson 2 Exercise 4 (P.26)

Mariam: Look at all the garbage near the park. It looks terrible.

Hadi: I know. People throw garbage everywhere. That's not okay.

Nour: We need to do something. It's bad for the environment.

Mariam: You're right. We can clean it this weekend. Hadi:

Yes, I can bring some garbage bags.

Nour: I can ask my teacher to let us make posters to hang around the park.

Mariam: That's a great idea! I'll write, "Please use the bin."

Hadi: Can we ask other students to join us?

Nour: Yes, we can. I'm sure our classmates will be able to help too.

Mariam: But there's another problem – traffic near the school.

Hadi: It's very noisy and dangerous.

Nour: We can't cross the road safely in the morning.

Mariam: Maybe we can ask our principal to help.

Hadi: Can she talk to someone about it?

Nour: Yes! She may be able to speak with the traffic officer.

Nour: I think we should make signs that say "Drive Slowly!"

Mariam: Can we give the signs to parents and drivers?

Hadi: Yes, we can, and we should also walk or ride bikes when we can.

Nour: That's better for our health, too.

Mariam: My little brother can't ride a bike yet, but he walks.

Hadi: My sister is young, but she's able to ride with me.

Nour: When we all help, things get better

Unit 3 lesson 1 Exercise 6 (P.38)

Laila: Grandpa, your garden looks incredible! How do you keep it so green and healthy?

Grandpa: Thank you, Laila. I take care of it every day. Plants need water, sunlight, and care to grow well.

Laila: What kinds of plants do you have here?

Grandpa: I grow herbs like basil, mint, and parsley. We use them in many Egyptian dishes. Some add flavor, and others are good for health.

Laila: Oh, Dad drinks mint tea every evening on the balcony. It helps him relax.

Grandpa: Yes, it tastes good. I also grow hibiscus and jasmine. They smell lovely, and we use hibiscus to make a tasty drink.

Laila: Mom makes hibiscus tea all the time! And jasmine smells amazing at night.

Grandpa: I have guava and fig trees, too. Their fruit is sweet and healthy. Over there are the olive trees.

Laila: Wow! Do Egyptians really grow olives?

Grandpa: Yes. Olives take time to grow, but they are full of oil. People grew olive trees in Egypt many years ago–and they still do.

Laila: That's cool! How do you care for all these plants?

Unit 4 lesson 1 Exercise 5 (P.61)

The Grand Egyptian Museum

Egypt is one of the oldest countries in the world. It has pyramids, ancient temples, strong pharaohs, and amazing stories from history. Each year, tourists from many countries come to explore the wonders of this **unusual** land. In Egypt, history lives in every corner.

One of the newest and most exciting places to visit is the Grand Egyptian Museum (GEM). Work on the museum took almost 20 years to finish. It stands near the Pyramids in Giza, the museum was built in this **spot** so visitors can enjoy both ancient and modern Egypt in one trip.

Visitors can see statues, golden jewelry, tools, real **mummies**, and even the Solar Boat that belonged to King Khufu. The objects are shown in a special way that tells the story of Egypt from the beginning to the end of the time of the pharaohs.

At the **entrance**, there is an information desk where visitors can ask questions or get help. The museum also uses modern technology, like smart screens and **amazing shows**, to help people learn in a fun way.

The Grand Egyptian Museum is not just a building; It is a place where Egypt's story

English

Primary 6 - Term 1

Academic Year: 2025/2026

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This work was made through the contributions of a diverse team of professionals with various academic and institutional backgrounds (including, but not limited to, university professors, teachers, subject matter experts, and specialized international organizations).

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